DOCUMENT RESUME

ED 242 893 CE 038 670

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TITLE Secondary Vocational Education in the Cincinnati Area. Cincinnati City School System.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE 82
NOTE 42p.; Research sponsored by the Cincinnati Resource Development Committee. For a related document, see CE 038 671.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Delivery Systems; Educational Cooperation; Educational Improvement; *Educational Needs; *Educational Practices; Educational Quality; Individual Needs; *Program Administration; *Program Effectiveness; Program Improvement; *School Business Relationship; School Districts; Secondary Education; Tables (Data); *Vocational Education
IDENTIFIERS *Cincinnati Public Schools OH; Special Needs Students

ABSTRACT

A study examined secondary vocational education in the Cincinnati City School System. During the study, researchers analyzed data pertaining to the system's vocational programs, described the administration and delivery system for vocational education, and suggested actions that the Cincinnati Resource Development Committee should consider in its efforts to assist the schools. Based on interviews with 41 individuals (including school board members, vocational directors, vocational teachers, and local businessmen and employers), the researchers determined that the percentage of juniors and seniors in vocational education (65 percent) is high compared to that of other major cities. The percent of completers employed in the job for which they are trained is about equal to the average (58 percent). Vocational education in the Cincinnati School System is administered by a Director of Vocational and Continuing Education, with each school governed by a principal and overseen by an advisory committee. Those advisory committee members interviewed mentioned that it is difficult to find business people willing to devote time to serving on a committee. The interviewees listed working with special needs students as a major need and objective of the Cincinnati School System. After analyzing data collected from the interviews, the researchers advanced a series of recommendations concerning facilitation of the involvement of business and industry in vocational training in Cincinnati. (Nine tables of data are appended.) (MN)

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ED242893

# SECONDARY VOCATIONAL EDUCATION IN THE CINCINNATI AREA CINCINNATI CITY SCHOOL SYSTEM

by

William W. Stevenson

U.S. DEPARTMENT OF EDUCATION
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- Installing educational programs and products
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- Conducting leadership development and training programs

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## FOREWORD

Business, industry, and labor have a large stake in vocational technical education. Representatives of these organizations can exert a strong influence on the direction, quality, and effectiveness of the schools' job preparatory efforts. The business community is also the principal consumer of the output produced by vocational technical education. Effective training can produce a workforce which is stable, dependable, and productive. This requires the combined resources of the education and business community.

The Cincinnati Resource Development Committee (CRDC) has recognized this need for cooperation and has organized to assist schools in the Cincinnati area (Cincinnati Public Schools and Great Oaks Joint Vocational School) to improve its delivery of vocational education. The CRDC is particulary concerned with the effective job preparation of the "hard to train and hard to employ" youth.

The CRDC has engaged the services of the National Center for Research in Vocational Education to assist with the planning for this effort. This report (1) presents an analysis of the data relative to the two school districts' vocational program, (2) describes the administration and delivery system for vocational education, and (3) suggests actions which the CRDC should consider in its efforts to assist the schools.

The National Center recognized the work of Bill Stevenson, Project Director; N. L. McCaslin, Associate Director; and Marilyn Orlando, Secretary for their work on this project. The first step of the assistance by the National Center has been taken with this report. We look forward to continued cooperative effort with the CRDC and the vocational programs in the Cincinnati area.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

## Vocational Education in the Cincinnati Metropolitan Area

### Introduction

This research, conducted by the National Center for Research in Vocational Education under contract with the Cincinnati Resource Development Committee (CRDC) reports on several aspects of secondary vocational education in the area (Cincinnati and Great Oaks Vocational Planning Districts). Information will be presented on:

Who is being served?

What is being provided?

What results have been recorded?

How is vocational education administered?

How is vocational education delivered?

What should CRDC do to assist vocational education to become more effective?

The procedures used were first, to inventory and analyze the data on the Cincinnati and Great Oaks Vocational Planning Districts available from the Research Section, Division of Vocational Education, Ohio Department of Education; and second, to conduct interviews and observations within the Cincinnati and Great Oaks School Systems. Interviews were conducted with a total of 41 individuals in the following positions in both school systems:

Vocational Director

Overall School Administration

Board of Education Members

Central Vocational Staff

Evaluation

Planning

Special Programs

Data

Local Vocational Teachers

Local Vocational Directors

Local School Principals

Local School Counselors

Advisory Committee Members

Businessmen/Employers

The author expresses appreciation to all those individuals who responded to questions about their participation and perceptions of vocational education.

## Data Inventory

The Research Section of the Ohio Division of Vocational Education provided the data in this section of the report. The description and analysis of that data is the work of the National Center project staff. Highlights which emerge from the data give the following view of secondary vocational education in the Cincinnati City School District. Data tables are contained in the appendix.

Who is being served?

1. Sixty-five percent of all juniors & seniors are enrolled in vocational education.
2. An average of 55 percent of all students in vocational education are classified as disadvantaged.

3. Six percent of the vocational students are handicapped.

4. Numbers of classes and number of students in classes have had a slight decline from 1979 to 1982 opening enrollment data.

5. Females have made up 47 to 49 percent of the total vocational enrollment since 1979.

What is being provided?

6. Trade & Industrial (T&I) programs make up about half (49%) of the enrollment in job training cour es. Business & Office programs represent 23 percent with job related home economics 14 percent, distributive education 7 percent, health 4 percent and agriculture 3 percent.

7. Taft, with the smallest percentage of total students (7%), shows 50 percent of it's 9 - 12 graders enrolled in vocational education, Withrow enrolls 44 percent, with Aiken 36 percent, Western Hills 35 percent, Hughes 30 percent, and Woodward 21 percent.

8. When the percent of juniors and seniors is considered, Withrow has 81 percent in vocational education, Taft and Aiken 76 and 73 percent, Hughes & Western Hills 66 and 54 percent and Woodward 44 percent.

9. Females comprise over half the enrollments in health (88%), business and office (85%), home economics (68%), and agriculture (56%). Males comprise the greater proportion of students in T&I (79%) and distributive education (59%).

10. Approximately 500 students are enrolled in Occupational Work Experience (OWE) programs.

What are the results?

11. A total of 1591 students completed or left vocational programs in 1981. Of these, 47 percent (747) were available for employment. Of those available for employment, 57 percent (426) were employed in the occupation for which trained, or a related occupation.

12. Of the total completers/leavers, 27 percent actually went into a job for which trained or a related job.

13. The percentage of completers/leavers placed in related jobs ranged from 74 percent in distributive education to 51 percent in home economics.

14. Twenty-five percent of completers/leavers who were available for employment were unemployed six to ten months after leaving vocational education.

15. Approximately 26 percent (26.4) of completers/leavers were not found or did not respond to the follow-up survey.

16. Of the total completers/leavers 279 (17.5) percent went on to additional education.

17. A total of 1,336 students completed their vocational training and two hundred fifty-five (255) left before completing. Forty-seven percent of the leavers and 24 percent of the completers were unemployed at the time of the survey.

18. The completers/leavers of vocational education would meet 18 percent of the demand for persons in related occupations. Those available for employment would meet 8.5 percent of the demand. Occupational Home Economics would meet 23 percent and T&I 19 percent of the demand if all available had been placed in the occupation for which trained.

19. Individual programs providing training for jobs reported to be in low demand have an equally varied (high and low) placement record as those programs in high demand areas.

20. Two hundred forty-one (241) OWE students completed and/or left OWE programs. Ninety-two of these students were available for employment with 76 percent placed in a related occupation and 20 percent unemployed. Of the one hundred eight (108) leavers from OWE, only nine (9) were available for employment and only three (3) were placed. The 133 students who completed OWE training resulted in an 80 percent placement of students available for jobs with only 14.5 percent unemployed.

Comments on the Data

- The percent of juniors and seniors in vocational education (65%) is high compared to major cities or the total educational system.
- The percentage of disadvantaged students enrolled (55%) is high compared to national data (12%).
- The percentage of handicapped students enrolled (6%) is high compared to national data (2%).
- The percentage of completers and/or leavers available for employment (47%) is comparable to national data (50%).
- The percent of completers/leavers employed in the job for which trained, or a related job (57%) is about the same as national data (58%).
- Twenty-five percent unemployment among vocational education completers/leavers is not as high as that figure for all youth in that age category.
- The percent of leavers unemployed (47%) is almost twice that of completers (24%).
- Based on placement by programs in low demand occupations it can be concluded that manpower demand data alone is not a rational base for program decisions.
- OWE students, identified as needing special attention in job preparation, fared as well in the labor market as did regular students.
- Leavers from OWE programs showed very poor placement while those who completed appeared to have overcome their occupational deficiencies.

National Data from The Status of Vocational Education School Year 1976-77, The National Center for Research in Vocational Education, Columbus, Ohio, 1979.

## Administration and Delivery of Vocational Education

Vocational education in the Cincinnati School System is administered by a Director of Vocational/Continuing Education. The director reports to the Assistant Superintendent of the Department of Student Services. This Assistant Superintendent reports directly to the Superintendent of Schools.

The Director of Vocational/Continuing Education has an Associate Director for each of the branches, Vocational Education and Continuing Education. Under the Vocational Associate Director, a number of subject matter specialists supervise programs at the secondary level.

Each local school is governed by a Principal who reports to an Assistant Superintendent for Curriculum and Instruction. Vocational programs in each local school are administered by a Vocational Assistant Principal who reports directly to the school Principal. The Director of Vocational/Continuing Education maintains close relationships with the Principals and the Vocational Assistant Principals, but does not have direct administrative control. Direct administrative control is exercised by the Vocational Director with the McMillan Center (Figure 1).

A Board of Education sets policy for the Cincinnati School System. Board members expressed the opinion that students should be provided with a set of marketable skills including job skills, work attitudes, and basic skills. This was viewed as a cooperative effort by both vocational and academic teachers. Training should be relevant to today's jobs but updating training should

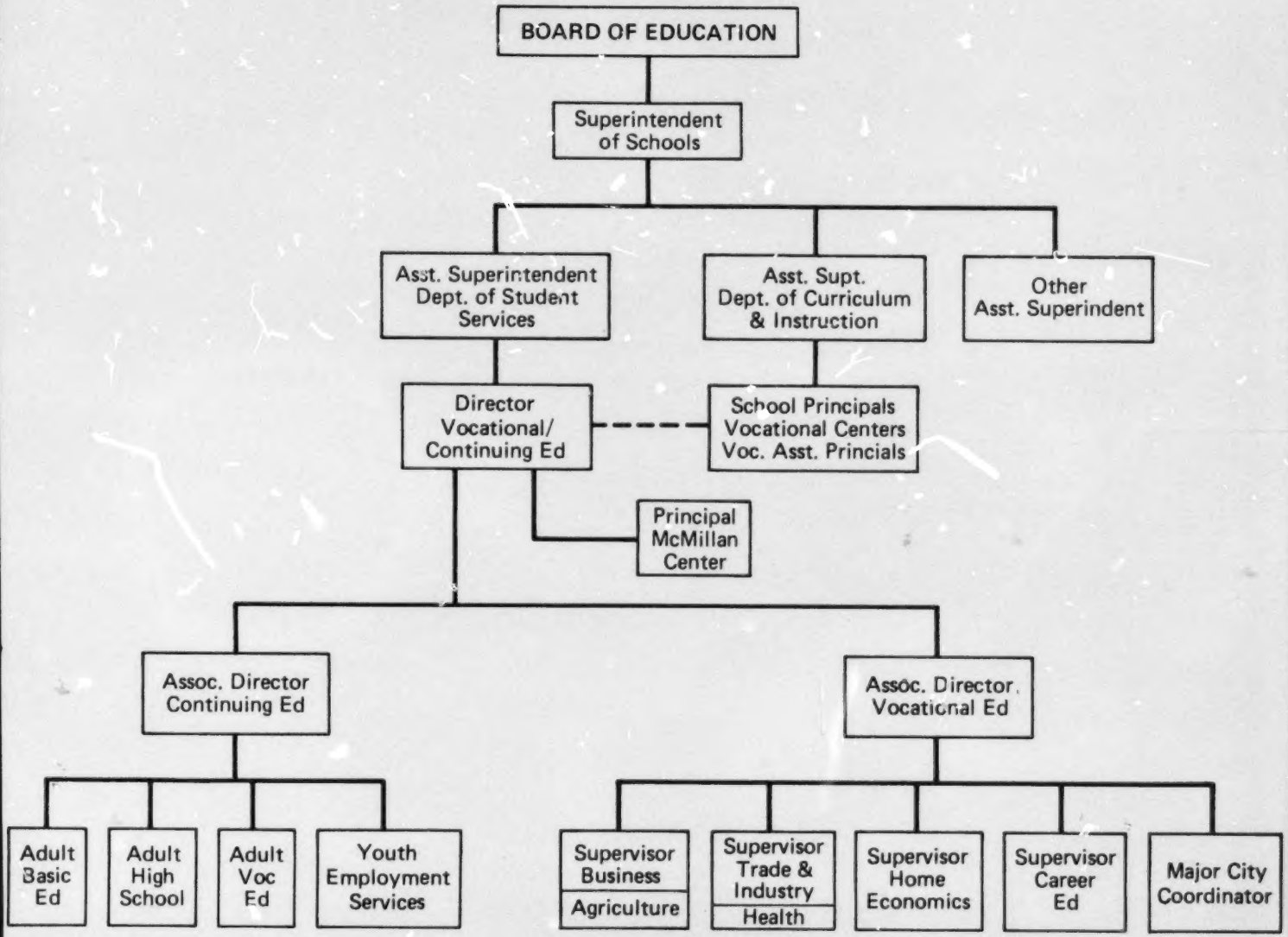


**Figure 1. Organization Chart Cincinnati Public Schools 8/11/82**

be available. Vocational students who pursue additional education or training after completing vocational education were considered to be a positive outcome.

Board members interviewed expressed concern for work with disadvantaged students, increased communication between vocational and academic teachers, increased accessibility to vocational programs, and more effective and extensive use of advisory committees. Program decisions should be based upon recommendations of the advisory committee, job demands and trends, and placement information.

Advisory Committees

Each vocational program in the Cincinnati School System has an advisory committee. The extent of use varies from extensive involvement in decisions about the program to only limited perfunctory activities.

Some of the major activities of advisory committees mentioned by both members and school people were:

Reviewing and updating curriculum

Identifying training needs

Placing part-time in-school students and completers

Selecting equipment

Advisory committee members mentioned the following as benefits of their involvement with programs.

Instructional content more directly aligned with employer needs

An opportunity to select employees

A better understanding of the problems and needs of the vocational program

Changes in business due to assistance of instructor and students

Expanded opportunities for student work experience

Members felt that it was essential that their advice be sought and used when practicable, meetings be held regularly in a business-like manner and minutes be kept, some recognition for service be provided, and membership be rotated.

School personnel mentioned two major concerns in relation to effective use of advisory committees. It is difficult to find business people willing to give the time required and teachers do not have sufficient time to maintain contacts with members.

Students With Special Needs

Interviewees listed working with students with special needs as a major need and objective of the Cincinnati vocational system. These are students who have deficiencies which make them hard to train and hard to place in employment. These deficiencies are lack of training in basic reading, mathematics, and communication; poor attitude or motivation; mental and physical handicaps; and lack of understanding of our economic, work oriented system.

Cincinnati is making special efforts to serve these students. Fifty-five (55) percent of the total vocational enrollment is classified disadvantaged and six (6) percent are handicapped. Occupation Work Experience (OWE) and Occupational Work Adjustment (OWA) programs are provided for those considered

to be inclined toward dropping out. Special programs are provided for the physically and mentally handicapped. Concern was expressed over the fact that approximately 50 percent of all vocational students were being taught English by a vocatonal teacher rather than a regular English teacher.

A program to be initiated at the McMillan Center this fall through the cooperation of the State Vocational Department is designed to keep dropout prone students in school. It is estimated that there are 1,200 youth in junior high schools who will disappear from school before receiving a usable education or training unless special efforts are exerted. State personnel will be assigned to work with local staff to provide work experience, laboratory experience, remedial education, and motivation.

Programs for these special needs students have proven their effectiveness. Those students completing OWE programs had as high placement rates as students from regular programs. These special programs show a much higher placement rate for those completing than for students leaving programs early. Some of the WATCH programs for the mentally handicapped report high rates of successful employment in selected occupations.

Involvement of the business community in these special programs is critical. Orientation to the world of work, experience on a job, and motivation can all best be provided by business and industry.

## Involvement of Business and Industry in Vocational Training

### Introduction

There is almost universal agreement that business and industry should be more involved in the training of secondary students for employment. However, it is not enough to simply say "We should just do more of what we are presently doing." Much of what is being done is beneficial and should be expanded, but both educators and employers should be alert to new opportunities for cooperation. Two great needs challenge both the educational system and the business community.

1. More students should be provided an opportunity for occupational orientation, exploration and training. (A school board member stated that perhaps vocational education should be provided for up to 90 percent of the secondary students in the area.)

2. More effective work with students presently in vocational education. (Unemployment rates are from 16 to over 20 percent for former vocational students in the area with early leavers, though relatively few in number, showing from 30 to 40 percent unemployed.)

While school/business linkage alone will not completely solve the problems, it does appear that many benefits result from such cooperation. Generally speaking the lack of cooperation is seen as resulting from fear, language, and time. Fear and language can be overcome through gradually, continually increasing working together--time must be provided through administrative arrangements. The Cincinnati Resource Development Committee (CRDC) has indicated a desire to help and has provided valuable time for some individuals. This can be the nucleus for expanded

communication and cooperation which can result in more effective vocational training, greater mutual understanding between schools and businesses, and greater productivity in industry.

But it must be kept in mind that businesses and schools do not cooperate, businesses and schools do not communicate, or change or improve--only individuals do. Only individuals serve on advisory committees, only individuals provide and benefit from work experience, only individuals can motivate or are motivated. We should keep this in mind as we explore how schools and employers can work together to better meet all the needs of students.

The cooperative arrangements sought by both schools and businesses must be viewed as mutually beneficial. While vocational programs may show the greatest immediate change, there should be observable changes in businesses at once and recognition that the major long term benefit will be a better trained work force.

## Recommendations for Consideration

Generally industry's assistance to schools takes two forms:

1. Providing resource persons to schools; and
2. Providing work experience and employment.

### Advisory Committees

The most common type of resource person involvement is through advisory committees. Use of advisory committees is discussed in the sections of the reports for both Cincinnati and

Great Oaks. The following points should guide establishment and use of advisory committees.

| |
|---|
| The level of responsibility of the committee should guide the selection of committee members. |

Members serving on system wide committees should be from a decision making level in the administrative structure of the company. Members serving on committees for an individual program should be from the supervisory or operative level.

| |
|---|
| Administrators freeing individuals to serve on advisory committees should insist on reports of changes resulting from that involvement. |

The chief administrator should require a report which records changes in vocational programs and changes in the business operation which have occurred. Changes in the business might be in hiring policies, selection of new employees, work experience provided, or changes due to assistance from the vocational teachers or other committee members.

| |
|---|
| Schools should consider having an advisory committee for all like programs in the system |

This arrangement (one committee for all auto mechanics programs, etc.) would require fewer persons, strengthen weak use of committees, and promote uniformity of programs. It might

somewhat reduce the strong relationship between teachers and committees in some instances.

| |
|---|
| School boards and administrators should insist on reports of advisory committee meetings and committee review of any major change in programs. |

The meeting report should state objectives of meeting, minutes of meeting, decisions reached, and follow up required. Changes such as new equipment, curriculum, changes etc., should show committee review.

| |
|---|
| Recognition and reward by both school and industry should be provided for outstanding advisory committees, committee members, and teachers. |

Resource Persons

There are many other needs for resource persons to work with vocational programs. The most common uses are:

- To bring new competencies and procedures to the classroom
- To counsel with and motivate students--especially the disadvantaged
- To project company needs and new directions and transmit to schools
- To tutor students on special subjects--especially the disadvantaged
- To better understand the problems and needs of education and transmit back to the business community
- To provide know-how in administration and business management long range planning, etc.

such arrangements afford an opportunity for students with limited abilities or background to experience success, find a role model, and see the relationship between attitude, skills, work, and rewards.

The following steps should be considered in establishing and operating a work experience program.

| |
|---|
| Businesses/industries should establish a policy of welcoming students for work experience in all areas when practicable. |

| |
|---|
| A formal agreement between the school and business should be executed to assure maximum benefits to the participants. |

The above policy and agreement should state specifically what is expected of all parties and what means of evaluating the effort will be used. It should specify the responsibility of the student, the in-plant supervisor, and the student's teacher.

| |
|---|
| A program for orientation and training of in-plant supervisors should be established. |

| |
|---|
| Close teacher supervision should be provided to assure the applicability of experiences provided. |

The relationship between the in-plant supervisor and the vocational teacher is highly important to the success of this program. The teacher must be available to work on student problems, clarification of objectives and evaluation of results.

Work experience for teachers is another important contribution which business can make to improve vocational education. Keeping teacher competencies updated in the present rapidly changing world of business and industry is a major need in vocational education. Teachers spending full time in the classroom rapidly fall behind the latest methods used in industry. Even a summer back in industry provides an opportunity to update or gain new competencies.

| |
|---|
| Policies and top administrative support in business should encourage this upgrading opportunity for teachers. |

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|---|
| Local school and state education policy should make "back to work" equally as important and rewarding as "back to school" for teachers. |

| |
|---|
| Program evaluation should be particularly aware of the need for teacher updating and should recommend work experinece when needed. |

Student Placement

Business and industry is the consumer of the product produced by vocational education. Business should specify, as far in advance as possible, the kind and number of workers needed. Interviewees were unanimous in the view that present job demand information is not useful for program planning. This is true if it is the only input into decisions, however, it may be useful in conjunction with advisory committee recommendations and program placement data. Student interest is of course, another factor to be considered in program selection.

Program Planning

The planners and decision makers in industry are also in the best position to project long term changes which may be needed in training programs. It may be more important to have an estimate of how computers will change the work force in the next ten years than to have an estimate or the number of computer operators needed in that time period. It would seem that those in the business community could best describe the workplace and the work force of the future.

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| The CRDC should call a conference of educators and business planners to project major work force changes in the immediate future. |

CRDC should, on a regular basis, ask for and consolidate reports on the future needs of collaborating businesses and industries.

Finally, individuals from the schools in general and vocational education in particular in close cooperation with persons from business and industry should, as full partners, establish training programs which will, to the extent possible, educate and train every individual for full participation in our society.

# APPENDIX

## DATA TABLES

TABLE 1

ENROLLMENT IN VOCATIONAL EDUCATION (JOB TRAINING)

| Program | Enrollment '79 | '80 | '81 | Opening '82 | Average '79-'82 | Percent of Total Vocational Students |
|---|---|---|---|---|---|---|
| Total | 4933 | 4068 | 3840 | 3462 | 4075 | 100 |
| Handicapped | 502 | 134 | 262 | 86 | 246 | 6 |
| Disadvantaged | 2944 | 2629 | 2340 | 1133 | 2261 | 55 |
| #/Class | 215 | 202 | 188 | 189 | 198 | — |
| Ave/Class | 23 | 20 | 20 | 18 | 20 | — |

Cincinnati
12-22-81

TABLE 2

JOB TRAINING ENROLLMENTS BY PROGRAM

| Program | Enrollment '79 | '80 | '81 | Opening '82 | Average '79-'82 | Percent of Total Vocational Students |
|---|---|---|---|---|---|---|
| 01. Ag. | 141 | 110 | 99 | 93 | 110 | 3 |
| 04. D.E. | 385 | 303 | 272 | 219 | 295 | 7 |
| 07. Health | 173 | 143 | 122 | 161 | 150 | 4 |
| 09. Gainful Home Ec. | 566 | 594 | 536 | 481 | 544 | 14 |
| 14. Business | 990 | 844 | 840 | 844 | 904 | 23 |
| 17. T&I | 2071 | 2074 | 1971 | 1664 | 1945 | 49 |

Cincinnati
12-22-81

TABLE 3

STUDENTS SERVED BY VOCATIONAL EDUCATION (JOB TRAINING)

| Total Job Training Students | Total Enrollment 11th & 12th Grades | Percent Served |
|---|---|---|
| 3130 | 4841 | 65 |

Cincinnati

TABLE 4

SECONDARY STUDENTS SERVED BY VOCATIONAL EDUCATION

| School | Grade | Total Enrollment by School | Percent of Cincinnati Enrollment | Number in Education Vocational Job Training* | Percent of Total Voc. Ed. Enrollment | Percent Served by Voc. Ed. |
|---|---|---|---|---|---|---|
| Aiken | 9 | 594 | | 32 | | |
| | 10 | 487 | | 63 | | |
| | 11 | 383 | | 312 | | |
| | 12 | 408 | | 264 | | |
| | TOTAL | 1872 | 19 | 671 | 19 | 36 |
| Hughes | 9 | | | 31 | | |
| | 10 | 1268 | | 43 | | |
| | 11 | | | 226 | | |
| | 12 | 270 | | 164 | | |
| | TOTAL | 1538 | 15 | 464 | 13 | 30 |
| Taft | 9 | 0 | | 0 | | |
| | 10 | 296 | | 50 | | |
| | 11 | 205 | | 133 | | |
| | 12 | 190 | | 166 | | |
| | TOTAL | 691 | 7 | 349 | 10 | 50 |

*Does not include useful home economics.

Cincinnati
F.Y. 1982
12-4-81

TABLE 4
(Continued)

SECONDARY STUDENTS SERVED BY VOCATIONAL EDUCATION

| School | Grade | Total Enrollment by School | Percent of Cincinnati Enrollment | Number in Education Vocational Job Training* | Percent of Total Voc. Ed. Enrollment | Percent Served by Voc. Ed. |
|---|---|---|---|---|---|---|
| Western Hills | 9 | 0 | | 0 | | |
| | 10 | 929 | | 42 | | |
| | 11 | 818 | | 411 | | |
| | 12 | 618 | | 369 | | |
| | TOTAL | 2365 | 24 | 822 | 23 | 35 |
| Withrew | 9 | 485 | | 47 | | |
| | 10 | 543 | | 36 | | |
| | 11 | 564 | | 445 | | |
| | 12 | 448 | | 371 | | |
| | TOTAL | 2040 | 20 | 899 | 26 | 44 |
| Woodward | 9 | 423 | | 6 | | |
| | 10 | 435 | | 39 | | |
| | 11 | 316 | | 137 | | |
| | 12 | 301 | | 132 | | |
| | TOTAL | 1475 | 15 | 314 | 9 | 21 |

*Does not include useful home economics.

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F.Y. 1982
12-4-81

TABLE 4
(Continued)

SECONDARY STUDENTS SERVED BY VOCATIONAL EDUCATION

| School | Grade | Total Enrollment by School | Percent of Cincinnati Enrollment | Number in Education Vocational Job Training* | Percent of Total Voc. Ed. Enrollment | Percent Served by Voc. Ed. |
|---|---|---|---|---|---|---|
| Grand Total | 9-12 | 9981 | — | 3519 | 100 | 35 |
| Total 11 and 12 | 11-12 | 4841 | — | 3130 | — | 65 |

*Does not include useful home economics.

Cincinnati
F.Y. 1982
12-4-81

TABLE 5

JUNIORS/SENIORS SERVED BY VOCATIONAL EDUCATION

| School | Total 11 & 12 Enrollment | Percent of Total Enrollment | Number in Vocational Education Job Training | Percent of Total Voc. Ed. Enrollment | Percent Served by Vocational Education |
|---|---|---|---|---|---|
| Aiken | 791 | 16 | 576 | 18 | 73 |
| Hughes | 590* | 12 | 390 | 12 | 66 |
| Taft | 395 | 8 | 299 | 10 | 76 |
| Western Hills | 1436 | 30 | 780 | 25 | 54 |
| Withrow | 1012 | 21 | 816 | 26 | 81 |
| Woodward | 617 | 13 | 269 | 9 | 44 |
| Total | 4841 | — | 3130 | — | 65 |

*9-10-11 ungraded--proportion of other schools used.

Cincinnati
F.Y. 1982
12-4-81

TABLE 6

EMPLOYMENT STATUS COMPLETERS AND LEAVERS

| Program | Total Completers/ Leavers | Not Available for Employment | | | Unknown | Available for Empl. | | Employed | | | | Unemployed | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Military | Additional Education | Not in Labor Force | | # | % | Related # | Related % | Nonrelated # | Nonrelated % | # | % |
| Ag. | 39 | 0 | 6 | 4 | 9 | 20 | 51 | 12 | 60 | 5 | 25 | 3 | 15 |
| DE | 114 | 9 | 21 | 5 | 32 | 47 | 41 | 35 | 74 | 5 | 11 | 6 | 12 |
| Health | 64 | 1 | 9 | 5 | 12 | 37 | 57 | 21 | 57 | 7 | 19 | 9 | 24 |
| Home Ec. | 265 | 9 | 34 | 14 | 72 | 136 | 51 | 69 | 51 | 19 | 14 | 48 | 35 |
| B&O | 368 | 8 | 93 | 12 | 63 | 192 | 52 | 113 | 59 | 39 | 20 | 40 | 21 |
| T&I | 741 | 60 | 116 | 19 | 231 | 315 | 43 | 175 | 56 | 57 | 18 | 83 | 26 |
| Total | 1591 | 87 | 279 | 59 | 419 | 747 | 47 | 426 | 57 | 132 | 17 | 189 | 25 |

Twenty-seven percent of those completing and/or leaving actually go into a related job.

Cincinnati
F.Y. 1981
8-3-82

TABLE 7

COMPARISON OF EMPLOYMENT STATUS COMPLETERS/LEAVERS

| | Total | Available for Employment | | Employed Related | | Unemployed | |
|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % |
| Completers | 1336 | 717 | 54 | 414 | 58 | 175 | 24 |
| Leavers | 255 | 30 | 12 | 12 | 40 | 14 | 47 |

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TABLE 8

DEMAND/SUPPLY (SECONDARY) BY PROGRAM

| Program | One Year Projected Need 1982/1983 | Total Secondary Vocational Output | Percent Need Met | Secondary Output Available for Employment | Percent of Need Met by Available C&L |
|---|---|---|---|---|---|
| Ag. | 535 | 39 | 7 | 20 | 4 |
| D.E. | 2110 | 114 | 5 | 47 | 2 |
| Health | 841 | 64 | 8 | 37 | 4 |
| Occ. H.E. | 596 | 265 | 44 | 136 | 23 |
| B&O | 3012 | 368 | 12 | 192 | 6 |
| T&I | 1631 | 741 | 45 | 315 | 19 |
| Total | 8791 | 1591 | 18 | 747 | 8.5 |

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TABLE 9

NEED - SUPPLY - PLACEMENT

SELECTED PROGRAMS

| Program | Projected Need 1982-83 # | Enrolled '82 # | Completed '81 # | Available for Employment # | Related Job % | Nonrelated Job % | Unemployed % |
|---|---|---|---|---|---|---|---|
| Hotel & Lodging | 0 | 15 | 16 | 10 | 70 | 10 | 20 |
| Duplication Operator | 1 | 40 | 9 | 2 | 0 | 50 | 50 |
| Air Conditioning and Heating | 19 | 20 | 10 | 4 | 75 | - | 25 |
| Body and Fender | 5 | 50 | 41 | 18 | 28 | 28 | 44 |
| Mechanics | 71 | 140 | 72 | 32 | 56 | 16 | 28 |
| Seamanship | 1 | 46 | 16 | 16 | 87.5 | - | 12.5 |

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